

# Newport Independent Schools Class Structure



## CLASS STRUCTURE EXPECTATIONS

BEGINNING OF CLASS  
(FIRST 15 MINUTES)

### BELL WORK

**Purpose:** *Set the tone of the day*

- 1. Teacher greeting students at the door as they enter the class**
- 2. Agenda**
  - Posted/projected/shared with students to inform of the day/week's activities
- 3. Pre-planned bell work shall start at the beginning of class**
  - Posted/projected in view as students enter the class
  - Students shall immediately begin working on bell work as they enter the class
- 4. Appropriate Purposes of Bell Work (related to content presented in the class course work)**
  - Flashbacks
  - Review of previous lesson
  - Introduction of new content material (required for today's lesson)
  - ACT review
- 5. Utilize a variety of question types on a weekly basis**
  - Multiple choice
  - Written response
  - Solving problems
  - Short answer
  - Higher level matching (application of knowledge—not basic recall)
  - Journals and logs
  - Analysis questions of real-world charts, tables, graphs, maps
- 6. Level of Question**
  - Flashback/review of previous lesson questions shall match or exceed the level of the standard
  - Introduction of new content material questions may be at a lower level than indicated by the standard
- 7. Expectations**
  - Bell work must be implemented in the classroom on a daily basis—Monday thru Friday in all classes Utilize a variety of question types on a weekly basis—do not use any type more than twice per week
  - Bell work must be discussed that day to give timely feedback
  - Bell work shall only last approximately 5-8 minutes—answering and feedback

## CLASS STRUCTURE EXPECTATIONS

### BEGINNING OF CLASS (FIRST 15 MINUTES)

#### SETTING THE STAGE FOR THE LESSON

**Purpose:** *Focusing students on the learning—what and why*

**1. Review**

- Previous content to show connections to today's lesson
- Activate prior knowledge required to understand the learning targets for today's lesson
  - ✓ Discussion (whole class, small groups, pairs)—utilize a variety of response techniques (Think-Pair Share, Response Cards, Wipe-Boards, etc.)
  - ✓ Graphic organizers
  - ✓ Quick write
- Reviews today's lesson agenda with the class
  - ✓ Today in class we will be...

**2. Introduces lesson**

- Informs students of the learning target(s)
- Provides students with relevance
- Explains why students need to know this or how it's going to assist them
- Connects to real-world experiences

**3. Expectations**

- Daily in all classes
- Approximately 5-10 minutes

### BEGINNING OF CLASS (FIRST 15 MINUTES)

#### HOOKS

**Purpose:** *Focusing students on the learning—what and why*

**1. Creative means of getting your students' attention**

**2. A real world example that will engage students in the content**

**3. Activating prior knowledge**

**4. Near the end of the hook, the learning target (essential questions) should be stated or reviewed**

**5. Forms of hooks**

- Clips (TV, music, movies, etc.)
- Demonstration
- Newspaper article
- Inquiry activity (pose a problem, dilemma, etc.)
- Games
- Investigation
- TV news
- Cartoons
- Art
- Quotes
- Personal Interview

## CLASS STRUCTURE EXPECTATIONS

**Purpose:** *To actively engage students in the learning environment*

The Whole Group Part of the Lesson will vary in time due to different lengths of classes, may be 15-30 minutes for shorter classes and be up to 30-45 minutes for longer classes.

- **Instructional strategies should vary from day to day**
- **Direct Instruction of New Content**
  - Would be completed through Explicit Instruction (I Do, We Do, You Do) and following the Gradual Release of Responsibility
- **Other Instructional Strategies**

<b>Independent Study</b> <ul style="list-style-type: none"><li>a. Computer Assisted</li><li>b. Journals</li><li>c. Learning Logs</li><li>d. Reports</li><li>e. Research Projects</li></ul>	<b>Indirect Instruction</b> <ul style="list-style-type: none"><li>a. Project Based Learning</li><li>b. Problem Solving</li><li>c. Case Studies</li><li>d. Inquiry</li></ul>
<b>Interactive Instruction</b> <ul style="list-style-type: none"><li>e. Debates</li><li>f. Role Playing</li><li>g. Panels</li><li>h. Peer Partner Learning</li><li>i. Cooperative Learning Groups</li><li>j. Structured Controversy</li></ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"><li>a. Field Trips</li><li>b. Narratives</li><li>c. Conducting Experiments</li><li>d. Simulations</li><li>e. Field Observations</li></ul>

- If it is a collaborating class, it should include effective collaborative co-teaching strategies
- The teacher may be involved in a variety of activities during this time including modeling, demonstrations, interactive lecturing, and possibly a facilitator
- Student choice of assignments and differentiation of instruction
- A variety of response techniques should be used during this time to encourage student voice. Some strategies that could be used include:
  - Kagan Strategies
    - Give one, Get one
    - Think, Pair, Share
    - Round Robin
- **Formative Assessments should occur on a daily basis during this section of class.**

## CLASS STRUCTURE EXPECTATIONS

### MIDDLE OF THE CLASS

#### SMALL GROUP INSTRUCTION

**Purpose:** *Provide explicit instruction to individual students or group of students who are struggling with an identified skill or content*

Small group instruction is implemented at the *Teacher-Led Center*. The teacher forms small, flexible groups based on student data and observations. Differentiating instruction at the *Teacher-Led Center* requires the teacher to use data to form small, flexible groups so that each group meets the specific needs of the students.

The Small Group Part of the Lesson will vary in time due to different lengths of classes, may be 10-15 minutes for shorter classes and be up to 30-45 minutes for longer classes. Small groups should be utilized at least 3 times per week, especially in longer class periods. The small group section of class would include:

- Grouping students based on a variety of data for intervention or center work
- Some groups may need to meet more frequently with the teacher during the week, while other groups may only need to meet with the teacher 1-2 times per week.
- Teacher should be meeting with guided groups for intervention instruction
- Centers/stations should last a minimum of 15 minutes per rotation
- Centers/stations can vary in focus based on content of class, and may include, but not limited to:
  - Literature Circles
  - Computer Programs
  - Independent Reading/Reading Strategy
  - Writing-to Learn/Journaling
  - Games
  - Problem Solving
  - Hands-on Activity

Teachers should use a combination of assessments to determine student groups for the *Teacher-Led Center*.

- pre-assessments
- observations
- conferences
- benchmark assessments
- student work

*\*See specific expectations for Math and ELA Small Group Instruction below in a separate section.*

## CLASS STRUCTURE EXPECTATIONS

### END OF THE CLASS

#### CLOSURE

**Purpose:** *Wrap up the lesson and help students organize the information*

The closure or summary enables students the opportunity to determine their understanding and provides teachers with a quick yet meaningful snapshot into each students' understanding.

**Closure of Lesson should include:**

- Appropriate time for closure of lesson (Min. of 5-10 Minutes)
- Teacher provides a review of the lesson with a focus on the Learning Target for that day
- Opportunity provided for student reflection of the lesson/learning target
- Closure activity can be completed as whole group, small group, pairs, or individuals
- Teacher provided time for feedback/sharing of closure activity that can be done as whole group, small group, or pairs

**Examples:**

- Journal Entry
- Exit Slip
- Writing Summaries
- Group Discussions
- Student Self Assessment
- If your closure is going to be used formatively, then any formative assessment strategy would work

## ELA & MATH SMALL GROUP INSTRUCTION EXPECTATIONS

### SMALL GROUP INSTRUCTION

### ELA & MATHEMATICS

**When the teacher is planning their small guided group instruction, they will need to make sure they are taking into account the planning before the lesson, during the lesson, and after the lesson, such as:**

#### **Planning the Lesson**

- Determine the big ideas of the unit of study to be taught based on the standards and the needs of the students.
- Decide what the criteria of success will be in mastering the standards in the unit.
- Use information from assessments (both formal and informal) to form groups based on student needs.
- Select specific teaching points for each group.
- Prepare differentiated lessons based on the learning needs of the students in each group.
- Gather and organize the materials necessary for the lesson.

#### **During the Lesson**

- Briefly introduce the lesson by providing supportive strategies for learners through a mini lesson to introduce or extend the concepts being learned.
- Provide students with a clear understanding of the activity or task on which they will work, including setting criteria for success.
- Encourage students to use a variety of strategies to solve the problem or complete the activity.
- Scaffold student learning by giving just enough support to move students to the next level of understanding and proficiency.
- Provide ample opportunities for student discourse.
- Give students specific, descriptive feedback on their work and encourage students to engage in self-assessment based on the criteria for success.

#### **After the Lesson**

- Record and organize informal assessment information based on observations and conversations.
- Select the next steps in learning for the group, as well as for individual students.
- Identify students who are struggling with specific concepts, and plan how to re-teach the concept when needed.
- Change the composition of the groups, when appropriate.

**Teaching Routines & Procedures MUST take place before you will be able to be successful with small group instruction. Some things you may need to plan for are:**

- Rules & expectations during center time
- Organization of materials
- System for moving between centers
  - Using a visual timer here may help to keep the students on task
  - A planning board that shows the rotations of the groups may help
  - A cue, signal, or sound may help to alert students when it is time to clean up and rotate to a different center
  - Establishing a way for students to ask for help, the teacher shouldn't be interrupted because he/she is working intensively with a small guided group

## ELA & MATH SMALL GROUP INSTRUCTION EXPECTATIONS

ELA	MATHEMATICS
<p>The Guided Reading Portion (consists of centers and small group instruction) of the Lesson will be 30-45 minutes for all reading classes and should always follow whole group. Small groups should be utilized <i>at least</i> 3 days a week. The small group section of class would include:</p> <ul style="list-style-type: none"> <li>• Grouping students based on a variety of data for intervention or center work, but mainly focused on the use of the F&amp;P Assessment with planning by using the Continuum of Literacy</li> <li>• Teacher should be meeting with guided reading/intervention groups during time and each lesson should last 15 minutes</li> <li>• The teacher should meet with at least 2-3 small groups per day</li> <li>• Centers/stations should last around 15 minutes per rotation; students should have at least 2-3 rotations per day</li> <li>• Centers/stations can vary in focus based on content of class, and may include, but not limited to: <ul style="list-style-type: none"> <li>○ Writing-to Learn/Journaling/Responding to Text</li> <li>○ Independent Reading/Writing</li> <li>○ Games (only if appropriately aligned to targeted content)</li> <li>○ Vocabulary Strategies (No lists of words)</li> <li>○ Skills (Must be connected to the text/genre)</li> <li>○ Technology/Blogging /I-Pads</li> <li>○ Software program (Lexia, Reading Plus, etc.)</li> </ul> </li> </ul>	<p>The Guided Math Portion (consists of centers and small group instruction) of the Lesson will be 3a minimum of 30 minutes. Small groups should be utilized <i>at least</i> 3 days a week. The small group section of class would include:</p> <ul style="list-style-type: none"> <li>• Grouping students based on a variety of data for intervention or center work</li> <li>• Teacher should be meeting with guided math groups for intervention instruction during time and each lesson should last 15 minutes</li> <li>• The teacher should meet with at least 2 small groups during the total 30 minutes</li> <li>• Centers/stations should last around 15 minutes per rotation; students should have at least 2 rotations per day</li> <li>• Centers/stations can vary in focus based on content of class, and may include: <ul style="list-style-type: none"> <li>○ Software program (ST Math, Dreambox, etc.)</li> <li>○ Writing</li> <li>○ Problem Solving</li> <li>○ Investigations/Conceptual Understanding</li> <li>○ Games (Only if appropriate &amp; aligned to content)</li> <li>○ Vocabulary</li> <li>○ Previous Skills/Gap Areas</li> </ul> </li> </ul>

## CLASS STRUCTURE ELEMENTS TO BE EMBEDDED THROUGHOUT THE LESSON

### ESSENTIAL ELEMENTS

#### LEARNING TARGETS

**Purpose:** *Guide the lesson and give students a clear vision of what they are learning*

**Learning Targets are to be:**

1. Posted in the room
2. Visible for students to see
3. Verbally communicated to students, discussing/breaking down the learning target for student understanding
4. Written in student-friendly language (I can statements...)
5. Promote higher order thinking
6. Establish the expectations for student achievement during the lesson
7. Assessing student understanding of the learning target
8. Utilized throughout the lesson--addressed at the beginning, middle and end of the lesson

### ESSENTIAL ELEMENTS

#### FORMATIVE ASSESSMENTS

**Purpose:** *To inform instruction and check student understanding*

Teachers use assessment information formatively when they:

- Pretest before a unit of study and adjust instruction for individuals or the entire group.
- Analyze assessments to determine which students need more practice and identifying student misconceptions.
- Continually revise instruction on the basis of results.
- Reflect on the effectiveness of the their own teaching practices.
- Confer with students regarding their strengths and the areas that need improvement.
- Facilitate peer tutoring, matching students who demonstrate understanding with those who do not.

Sample Types of Formative Assessment

1. Pre-Assessments
2. Questioning (teacher to student; student to student; student to teacher)
3. Conferencing
4. Journals
5. Entrance/Exit Slips
6. Student Self-Assessments
7. Anecdotal Notes
8. Checklists
9. Quick Writes

**Feedback:**

To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.



## CLASS STRUCTURE ELEMENTS TO BE EMBEDDED THROUGHOUT THE LESSON

### ESSENTIAL ELEMENTS

#### TECHNOLOGY

**Purpose:** *Empower the learner as the drivers of learning where technology is the accelerator*

*"Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools." -- National Educational Technology Standards for Students, International Society for Technology in Education*

1. Technology utilized in the classroom frequently in the classroom, if possible on a daily basis
2. Technology integration supports the curricular goals, helping the students to effectively reach their goals
3. Learners use digital tools/technology to:
  - Gather, evaluate, and/or use information for learning
  - Conduct research, solve problems, and/or create original works for learning
  - To communicate and/or work collaboratively for learning
4. Technology integration method examples:
  - Game-based learning and assessments
  - Instructional tools like whiteboards and student response systems
  - Web-based projects, explorations, and research
  - Student-centered media like podcasts, videos, or slides
  - Collaborative online tools like Google Docs
5. Technology integration activities based on the SAMR model, inclusion of more Modification and Redefinition learning opportunities
6. Technology integration promotes The Innovator's Mindset
  - 8 Innovative Characteristics in Today's 21<sup>st</sup> Century Classrooms
    - Voice: Students should learn from others and then share their learning
    - Choice: Give students a choice
    - Time for Reflection: Everyone (teachers, admin, students) should write and reflect on what is being learned
    - Opportunities for Innovation
    - Critical Thinkers: Ask questions and challenge what you see
    - Problem Solvers/Finders: Give students tough challenges and let them find innovation solutions
    - Self-Assessment
    - Connected Learning